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ABSTRACT

In July 1992, the Commission on New Directions for Michigan Community Colleges (CNDMCC) was established to identify key issues most likely to effect the 29 Michigan community colleges and develop recommendations for handling those issues. This report provides background information on the CNDMCC and discusses the commission's recommendations. The first section describes the CNDMCC's creation, membership, procedures, and the methodology it employed in identifying issues and opportunities. These methods included examinations of planning considerations and the purposes of education, an analysis of effective community colleges, and a literature review. The second section discusses the issues and opportunities identified by commission members, including the need to: clarify the mission and expectations of Michigan's public education providers; include all Michigan residents in a community college district; and document institutional effectiveness and student outcomes. The third section describes a survey of 50 presidents, trustees, and administrators of Michigan community colleges, rating 108 issues facing the state's colleges. They were in strongest agreement with issues related to improving funding, recruitment, and admissions, but were least enthusiastic about issues surrounding the privatization of educational services and relinquishing responsibilities to the state education department. Finally, section 4 describes efforts to enhance public trust and support, while section 5 provides recommendations for the utilization of findings. The survey instrument is appended. (MAB)

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ENVISIONING NEW HORIZONS

Report of the Commission on New Directions For Michigan Community Colleges

JULY 1993

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LANSING, MICHIGAN 48933

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Report of the
Commission on New Directions
For Michigan Community Colleges

JULY 1993

MICHIGAN COMMUNITY COLLEGE ASSOCIATION
LANSING, MICHIGAN 48933

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Report of the Commission on New Directions For Michigan Community Colleges

America is in the midst of an era characterized by both rapid and radical change. Rapid change refers to the ever increasing pace of change. It challenges us to move faster and work harder. Radical change, however, is more dramatic. It is random, non-linear, and frequently changes the rules which have served us so well in the past. Accommodating radical change requires the development of new rules, new standards, and most of all, new strategic directions.

Michigan's 29 public community colleges have been at the forefront of helping their students and communities accommodate the forces of rapid and radical change. But it now appears that these institutions themselves must pause and reflect on what they must do to recognize these same environmental forces.

Within an ever-changing environment, such action is essential. Usually, though, a strong motivation is required before such a thorough self-examination is voluntarily undertaken. It is fair to say that the decade of the 1990s has provided Michigan's public community colleges with not one, but two such strong motivating factors.

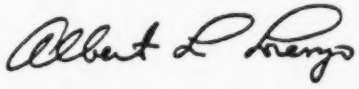
The first was a profound change in the operating environment for all colleges and universities, brought on by continuous shifts in demographic, social, political, economic, and psychographic factors. The second is a profound change in the availability of the resources which have traditionally funded higher education in Michigan.

These changes are significantly influencing the way community colleges provide services and pursue their mission. Clearly, if community colleges in Michigan are to continue to provide relevant, high-quality opportunities to the residents of this State, they must develop effective strategies and set new direc-

tions for the balance of this decade.

Therefore, the membership of the Michigan Community Colleges Association (MCCA) concluded that this was an appropriate time to create the **Commission on New Directions,** and ask the Commission to undertake an examination and analysis of where Michigan's community colleges currently stand and how to guide them, individually and collectively, through the balance of the 1990s and beyond.

The following pages provide a detailed report on the findings and conclusions of a year-long study undertaken by the Commission. The report speaks to specific assessments of the strategic issues and options that are likely to impact the future of community colleges, and how the MCCA and its member institutions can best position themselves for ongoing improvement and advancement and continued service to the people of our State.



Albert L. Lorenzo, Chair
Commission on New Directions
Michigan Community Colleges Association
July 1993

I. Creation of the Commission

The Commission on New Directions for Michigan Community Colleges was created by the Michigan Community Colleges Association (MCCA) at its meeting of member institutions in July 1992. Its primary purpose was to undertake an extensive examination of the emerging prospects and future potential of the 29 public community colleges in Michigan.

The initial charge to the Commission was threefold:

1. Identify state and/or national issues that are likely to emerge during the remainder of the decade that have a high probability of impacting the state's 29 public community colleges.
2. Develop recommendations for which those identified state and/or national issues may become a source of public funding.
3. Provide recommendations as to how the MCCA and its member colleges can best position themselves to promote community college involvement in these areas.

This charge was later broadened by the members of the Commission to include an identification and prioritization of the key issues that have the highest probability of shaping the future of Michigan's two-year colleges, and to develop a set of strategic issues and options for those institutions.

Commission Membership

The Commission was composed of a combination of trustees and college presidents from MCCA member institutions. The Commission members were:

Dorothy N. Franke
President
Kirkland Community College

James Bettendorf
Trustee
Mott Community College

Patsy J. Fulton
Chancellor
Oakland Community College

Beatrice Doser
Trustee
Montcalm Community College

Albert L. Lorenzo (Chair)
President
Macomb Community College

Richard W. McDowell
President
Schoolcraft College

Donald L. Newport
President
Alpena Community College

James L. Stevenson
President
Muskegon Community College

James Jacobs
Trustee
Wayne County Community College

George Potter
Trustee
Jackson Community College

Sharon Reid
Trustee
Lansing Community College

Steven Silcox
Trustee
Lake Michigan College

Processes

The membership of the Commission set an organizational meeting early in the fall of 1992 to clarify the Commission's goals, procedures, and expected outcomes. It was decided that the final report would be targeted to peers, with the primary audience being community college trustees and policy-level practitioners.

It was also decided that the final report should present a thorough and honest look at the current strengths and weaknesses of community colleges, and how well these institutions are prepared to address the major academic, financial, and societal issues that will confront these institutions in the decade ahead. By doing this, the final report would paint a realistic picture of community colleges today, as well as project what community colleges might encounter in the near-term future. It would also suggest how the colleges might redefine themselves in order to best address the emerging needs of their students and communities.

Research and Backgrounding

In order for the Commission to be able to make substantive recommendations, specific front-end research and backgrounding was necessary. This research entailed an examination of strategic planning considerations, selection of a planning model, exploration of the purposes education is intended to serve in society, and reflecting on the evolution of the mission and function of today's community colleges.

Additionally, the Commission studied the characteristics of effective organizations, and more specifically, of effective community colleges. It gave consideration to twenty-one dimensions of the emerging context within which the colleges will be operating. Finally, the Commission engaged the services of the Community College Consortium at the University of Michigan to conduct a literature review of four specific areas: 1) the emerging role and function of colleges, 2) the problems and challenges facing higher education, 3) what types of expectations are emerging in higher education, 4) the evolving requirements of the workforce in the new economy.

Identifying Candidate Issues and Opportunities

In order to establish an initial listing of possible new direction for the colleges, a brainstorming session was scheduled for early December 1992. To provide the broadest possible input, all Michigan community college presidents, MCCA trustee directors, up to two senior administrators from each institution, and the heads of the state's ten administrative organizations were invited to attend. In total, sixty-one high level community college administrators and trustees participated in the session. Upon arrival, participants were randomly assigned to small discussion groups.

After receiving a condensed background briefing similar to that provided to the Commission members, the discussion groups were asked to identify the emerging social needs and dominant societal changes they saw occurring throughout the state of Michigan. Next, the groups were asked to suggest emerging opportunities, issues, and organizational needs for the state's public community colleges. The third step was a request to merge the outcomes of the two previous exercises into an unabridged list of strategic issues and options. In total, more than eighty statements were generated by this process.

Following the brainstorming session, the eighty statements were cross-checked against the findings of the literature review conducted by the University of Michigan Community College Consortium. A few items which did not surface in the group discussions were added to the list. A subsequent analysis of the revised list attempted to identify commonalities among the now more than ninety elements. That process produced ten broad categories for consideration. Those ten categories were:

- The mission for public education in Michigan
- The benefits of statewide and regional planning
- Greater support for staff development
- Economic health and fiscal integrity
- Organizational dynamics
- Student access
- Student success
- Response to community needs
- Quality improvement
- Other state-level issues

From this point, two assessment processes were undertaken. First, the membership of the Commission began deliberations in order to identify what they considered to be the most significant issues likely to impact the colleges in the remainder of this decade, and those strategies which would enjoy the greatest probability for generating new revenue to the colleges. A report on the findings of the Commission in these areas of inquiry immediately follows. The second was the administration of a comprehensive strategic assessment questionnaire to a broader group of policy-level decision makers representing the diversity of institutions throughout the state. A report on the findings of that assessment process appears later in this report.

II. Report on the Commission's Deliberations

Strategic Issues and Options

Each member of the Commission was asked to independently review and analyze the various elements within the ten categories and to submit personal assessments in four designated areas: 1) selection of the top ten issues facing Michigan's community colleges, 2) selection of the top ten opportunities available to Michigan's community colleges, 3) identification of their five most significant insights and conclusions, and 4) identification of up to five specific action recommendations. These individual assessments were then discussed by the Commission as a whole.

While literally dozens of ideas, issues, and opportunities were considered, five in particular were mentioned most frequently, and in one case, unanimously, by Commission members. They were:

1. **Clarifying the mission and expectations of Michigan's public educational providers.** The most prominent issue identified was the desirability of clarifying the mission and expectations of Michigan's public educational providers. This issue was mentioned unanimously by Commission members in their assessments.

The collective opinion was that there is currently considerable ambiguity with regard to the appropriate mission of each component of the state's public educational system. As a result of this ambiguity, there is evidence of duplication in providing certain services, while voids exist in other aspects of programming. This problem has become more acute as adult literacy, worker retraining, and lifelong learning have become a growing area of public need.

The Commission members believed that it would be advantageous to the state's entire public education system if representatives from all public educational providers could come together to develop a more concise delineation of roles within the academic and educational continuum. While it is highly unlikely that a total consensus could ever be achieved, an ideal vision for the future of public education in Michigan would see a model outlining the functions and responsibilities of each type of institution, which would guide them in responding to educational needs from pre-school to later adult life.

Within this context, the question of the autonomy of Michigan's institutions of higher education was considered. There is little doubt that autonomy has played a significant role in the development of a strong and well-respected system of higher education in the state. The concern, however, is whether autonomy is still the best strategy for the future. While no one advocated for a system of state control, it was agreed that our current autonomous system has contributed to the duplication and voids previously cited, without providing a forum where practitioners could come together to debate and delineate mission responsibilities.

2. **Intensified statewide and regional planning.** The second most prominent issue identified by the Commission was the need for intensified statewide and regional planning by community colleges. Rather than creating an oversight body and its accompanying bureaucracy, this need could be filled in a far less complicated manner by a more coordinated approach, on a statewide or regional basis, by the state's community colleges themselves.

It was agreed that a statewide approach to problem solving and a regional approach to planning offered a high potential for success. Some problems are truly statewide in nature and can logically be dealt with most effectively from that perspective. Underprepared students, for example, is an issue being con-

fronted by virtually every community college in Michigan. A strategy must be developed for addressing this problem, but currently each college is wrestling with it on their own. It seems quite logical that when 29 institutions share a common problem, a collaborative effort to find a solution would prove more effective.

One president provided a thought-provoking analogy to illustrate this situation. He noted, "If I had a meeting of all the academic departments in my college and learned that each was experiencing the same problem with underprepared students, and if I gave the directive to each to go out and do something about it, not only would that be inefficient and ineffective, but I would probably get fired for making such a foolish decision."

As senseless as this kind of approach seems, in Michigan all 29 community colleges are reporting the same problem, and the strategy of choice has been a fragmented "go do something about it" approach. While not all common problems will lend themselves to shared resolution, a more intensified statewide approach to problem solving should offer a broader range of opinions, options, and insights.

Regional planning is another way to make the best use of increasingly limited resources, as well as take best advantage of regional similarities. There was a time when community colleges attempted to be "all things to all people." The realities of the 1990s have brought home to them that this is no longer an attainable, or even a desirable goal. In a resource constrained environment, for example, it is not always possible for all schools, even those serving large communities, to enroll enough students for a particular program to justify the investment necessary to make it a top-quality offering. In these cases, programming by individual institutions alone may lead to the options of dropping the program or operating it at a lesser quality level.

Regional planning and programming may make it possible for two or more institutions within a geographic proximity to collaborate in offering worthwhile programs that could not be financially maintained or justified by individual institutions. Each institution in the partnership would designate a specific program(s) in which it concentrates the financial and human resources necessary to assure a top-quality program. The student's home institution would continue to provide the basic portion of instruction, while referring him or her to the other institution for the specialty core. The alternative of regional planning and programming increases the possibility of offering top- quality programs, even to the point of creating regional centers of excellence, while truly sharing the financial load.

Macomb and Oakland Community Colleges, it was noted, are already moving in this direction with an agreement to jointly offer programs in the allied health and technical areas. Discussions are also underway between Oakland, Mott, and Macomb on developing specific programming responsibility in selected areas of computer assisted design.

3. **Include all Michigan residents in a community college district.** A third issue identified by the Commission was the desire to include all residents of Michigan within a community college district. While approximately 90 percent of the state's population lives within 50 miles of one of the campuses of Michigan's 29 public community colleges, a significant geographic portion of the state, as well as a significant population cohort, is not located within a community college district.

Two of the greatest benefits of community colleges are access and affordability. The proximity and lower costs provided by community colleges bring higher educational opportunities to large numbers of people. By including all of Michigan's communities within the purview of a community college

district, these benefits will be extended to all of the state's citizens.

Beyond the advantages of access and affordability, is the role community colleges play in community development. Community colleges have proven to be a major resource in moving their communities forward and addressing local issues, especially in the areas of competitiveness and economic development.

4. **Documenting institutional effectiveness and student outcomes.** A fourth issue relates to demonstrating quality, institutional effectiveness and student achievement. Since the North Central Association of Colleges and Schools now requires evidence of assessment and the use of outcomes information in decision making, the value of assessment is no longer debatable—it is a mandate. Like the matter of underprepared students, effectiveness measures and outcomes assessments are emerging as a statewide issue, but are being addressed in a fashion where every institution is individually developing standards, measures, and assessment processes.

The Commission believes that a statewide approach to dealing with the issue of documenting performance presents three distinct advantages and opportunities. First, it would be more efficient if the state's community colleges could collaborate in the design of a common framework for measuring effectiveness and student outcomes. Second, the public is increasingly demanding evidence of returns on their investments, which is not readily available for most of public education. A joint effort from the colleges could speed the development of publicly acceptable performance measures. Third, if community colleges fail or delay in developing a common framework for assessment, one developed by an outside legislative or state administrative body could be imposed. It is highly unlikely that an effectiveness system developed by outside parties would be superior to one developed collectively by the colleges.

5. **Staffing and human resource development.** A final issue identified by the Commission deals with the comprehensive question of staffing and human resource development. The most rapid employment growth in Michigan's community colleges began in the late 1960s and continued for about a decade. As a result, most community colleges are facing the potential of massive retirements in the relatively near future. This prospect has been acknowledged for some time, but to date, no systemwide plan of action has been developed.

The potential of a substantial turnover in staffing in a relatively short period of time raises three concerns that should be addressed. First is the ability of individual institutions to successfully recruit highly qualified candidates to fill potential vacancies. At the present time, this does not appear to be a significant problem, but projecting out three-to-five years, there could be substantial difficulties if 29 institutions are *simultaneously* looking for large numbers of people with similar skills, experience, and capabilities. It forces the question: Will leaving the replenishing of the ranks of our community colleges to historical processes yield the outcomes that the college desire? If the answer to this question is "no," then one solution might be to approach staff recruitment as a system rather than as individual institutions.

The second concern relates to staff development. The colleges are experiencing an era of both rapid and radical change. The nature of work is changing; the operating environment is changing; and the needs of students are changing. A strong belief exists that current staff development opportunities may not be adequately addressing all of these changes. There needs to be a concerted, and perhaps systemwide, effort to assure that the colleges are providing continuous learning and development opportunities, especially for those staff members who are likely to be working in the system well into the next decade.

The third staff development concern involves leadership preparation. Leadership positions within the public sector in general, and community colleges in particular, may not be as attractive as they once were. Within the community college system, there is some question whether enough candidates are preparing themselves for a leadership role. Over the next three to five years, the potential exists for a mass exodus of presidents, vice-presidents, and deans. Consideration should be given to ways of stimulating leadership development for the state's community colleges.

Funding and Resource Development Opportunities

The 1990s have dictated that community college leaders reshape the way they think, especially in terms of resource strategies. All of public education is in a period of significant resource constraint, and it is reasonably certain that this will be a long-term situation.

Even during the financially troubled years of the 1980s, a promising and well-thought out proposal, or a good lobbying effort, could produce huge dividends, either on an institutional or systemwide basis. In the 1990s, these traditional efforts are typically falling short of expectations.

Therefore, as we prepare ourselves for a period of intense public resource limitations, it will be necessary to accept two basic assumptions. First, general purpose- general fund public resources from the federal or state government will see very little growth, if any. In other words, the colleges can no longer hope to be the beneficiaries of significant increases in funding that simply enhances their ability to carry on and/or expand current activities. Second, in the vast majority of communities, appealing to taxpayers for general purpose increases, in the form of local tax levies, will have a low potential of succeeding.

Given these assumptions, the Commission believes that opportunities for new funding will exist, but that this funding will be very specific and highly focused in nature. The majority will be targeted funds or special purpose appropriations that are directed toward a particular outcome or focused on a specific client group.

Following this belief, the Commission has identified seven specific initiatives that are likely to enjoy a reasonable potential for generating new financial support for Michigan's public community colleges. These particular opportunities come to the top because they represent a strong match between the demonstrated strengths of the community colleges and emerging environmental opportunities. They are:

1. **Workforce development and competitiveness initiatives.** The most likely initiative where funding will be available is in the area of workforce preparation and workforce development. One of the most often expressed objectives of governmental units, from the federal level down to local communities, is the concern for more and better jobs that enhance the workforce base, thereby improving citizens' standards of living and making communities, states, and the nation more globally competitive. That is an almost universal theme among governmental units in the 1990s, which translates into a significant potential for new funding.

Community colleges have proven to be highly effective in responding to workforce development needs. That strength should position them quite well to pursue resource opportunities in this area.

2. **Assisting with economic development and transition.** The second area of high potential for new funding is similar to the first. It relates to programs aimed at either economic development or assistance with economic transitions.

Economic development is something with which most community colleges are familiar and experienced. In the 1980s, as the technology revolution and global competition intensified and directly affected American business' ability to compete, community colleges played a major role in helping businesses redirect their efforts. The broad scope of economic development includes a number of elements, such as facilitating and assisting in workforce development, business attraction, business expansion, business incubation, and enhancing the business climate in a community.

While economic development deals primarily in new and expanding economic factors, economic transition deals with assistance in reshaping the existing organizational and workforce base. This encompasses changing the way a company does business, usually utilizing the same workforce. An example would be the transition of Chrysler's Jefferson Assembly Plant.

The corporation chose to close an aging facility operating under a traditional labor agreement. On the same site, a modern plant was constructed and a modern, more flexible, labor agreement was negotiated. With the assistance of a local community college, workers who used to fall into twenty-four job classifications in the old environment, were cross-trained to work in eight new, more generalized job classifications in the new plant. In other words, the same company with the same workers; but with a new way of doing business.

Other examples of conomic transition would include a company's shift from mass production to agile manufacturing technology or from localized electronics to global telecommunications. It also includes the current discussion of the "peace dividend" and the redirection of defense dollars. It is reasonable to believe that in the future, as the nation begins to fully realize the peace dividend, funding will be available to assist these defense contractors to redesign, retool, and retrain for new purposes.

3. **Societal improvement initiatives.** The third area of funding opportunity is in social improvement or societal betterment programs. These would include programs relating to social problems and community issues where community colleges possess resources or expertise that could be brought to bear in framing resolutions. These issues will likely emerge on a community-by-community basis and require individualized solutions, but community colleges are in a particularly good position to respond.

Examples of these types of social issues are strengthening parenting skills, dealing with youth at risk, focusing on problems of the aging, and improving elementary and secondary schools. This category could include a social milieu of social issues, in which heretofore, community colleges have been involved, but only to a limited extent.

From their inception, community colleges have been designed to be community resources beyond traditional degree credit instruction. Because of the diversity and skills of their staff, and their deep ties within a community, the colleges are in a particularly strong position to facilitate societal betterment efforts, and to receive specialized funding to support those endeavors.

4. **Special purpose local resource development efforts.** The fourth area of funding opportunity is in special purpose local efforts. As mentioned earlier, in most communities, taxpayers are feeling stretched to their limits, but as difficult as it may be, the likelihood of generating new funding may be stronger on the local, rather than the state level.

Enhancing funding at the local level may require a reordering of institutional resource development priorities. Until recently, the state has been the major contributor of new funding. Maximizing this funding required a concerted individual institution- and system-wide lobbying effort. For many years, this process was relatively effective. The realities of the 1990s, however, are

showing that it may be more productive to re-direct resource development energies toward local communities.

While it may be virtually impossible to persuade local taxpayers to support a general purpose tax increase, recent experience shows that voters are willing to support a highly focused proposal, especially if it results in something new. Strong community relations and community development efforts by individual institutions will enhance the relationships that could eventually generate funds from special purpose tax referendums.

Another area of local revenue is tuition. Inevitably, as state sources of funding decline, tuition and fees will be increased disproportionately. The added reliance on tuition will place an even greater emphasis on quality and outcomes.

As the cost of a community college education continually inches closer to the cost of a regional state university education just a few years ago, the community college experience will no longer be perceived by the student as an inexpensive alternative. As tuition, fees, and books bring the cost of a single course to the $200 plus range, students are likely to evaluate and approach the community college experience in a markedly different fashion than when tuition was $15 per credit hour.

So as colleges begin to rely more heavily on tuition and fees, they must also begin to pay even greater attention to the fact that the increasing price of this educational experience brings students to these institutions with different expectations, different mind sets, and different tolerances than the colleges have experienced in the past.

5. **Philanthropy and planned giving.** The fifth area of funding opportunity is philanthropy. This is certainly not a new area, since most community colleges have dabbled in giving programs for decades. What is new, though, is that the colleges may now be in a better position to exploit philanthropy as a

source of significant funding.

The Commission believes that there are four primary differences from past attempts at fund development. First, community colleges are gaining experience in this arena. While many senior colleges and universities have a long and successful history of fund-raising, most community colleges are either new to the scene or never gave fund-raising a top priority. Experience now shows that community colleges do have the capacity to succeed in this venture.

Second, regard for and understanding of community colleges among the general public continues to grow. There is increasing readiness on the part of qualified givers to look at community colleges as laudable recipients of major gifts. Third, as time passes, more alumni who have personally benefited from their community college experience are moving into positions where they can be major donors. Finally, many community colleges are developing special ventures, such as performing arts centers, museums, or other auxiliary enterprises that have specific appeal for philanthropic efforts.

6. **Grants.** The sixth area identified for funding potential is in competitive grants. Funding in areas such as workforce preparation, economic transition, and community- based programming has traditionally been allocated through direct appropriations. In the future, the Commission believes that there will be an increasing share of funds for these purposes coming through competitive grant programs. Just as strong government relations and community relations activities have long been used to generate appropriations, community colleges should now enhance their grant writing skills in order to prepare themselves for this emerging source of funding.

7. **Entrepreneurship.** A final and virtually unlimited area of resource opportunity is entrepreneurship. There are many activities that community colleges are currently doing, or are capable of doing, that have fair market

value. One of the best examples is customized education and training, which is typically priced on a cost or cost-plus basis. Community colleges should examine all of their current and potential offerings to see which may have market value and can be self- supporting.

The distinction between this and all other funding strategies is that it has almost no upper limit. Virtually anything that pays for itself, and can be justified by the mission of the college, is a possible option for advancement.

III. Results of the Strategic Assessment Survey

On June 11, 1993, fifty presidents, trustees, and senior administrators from Michigan community colleges took part in a survey session designed to assess strategic issues and options for the state's community college system. Participants in the session represented large, medium, and small colleges from urban, suburban, and rural areas of the State. Using instant response technology to rate their responses, the participants reacted to 108 questions regarding the future of higher education in Michigan.

A global analysis of the survey results indicated that the participants were in strongest agreement on issues relating to finding better ways to fund community colleges, concern for recruiting quality employees, and maintaining the "open door" policy. The participants were least enthusiastic about the issues of privatization of educational services, modifying activities or courses of study to reflect increased attention to contemporary social issues, and relinquishing certain responsibilities to an enhanced State Department of Education.

Analysis of Strategic Issues and Options

Seventy-two of the questions on the Strategic Assessment Survey related directly to the ten categories of strategic issues and options that were described earlier in this report. The following is a brief summary of major findings in each of the ten categories:

1. **The mission for public education in Michigan.** Responses in this area suggest that the participants would like to see the State assist in minimizing competition among colleges and universities, but they do not want the State to exert greater control or direction over the activities of their institutions.

2. **The benefits of statewide and regional planning.** While participants favor a regional effort to identify student and community needs, they were less

enthusiastic about statewide efforts. This is likely due to the fact that greater institutional similarities exist by region than throughout the state. There was also support for the creation of regional centers of excellence.

3. **Greater support for staff development.** Generally, participants strongly supported all of these propositions. The responses in this category tend to validate the findings of the Commission deliberations relative to the need for improved staff and leadership development efforts.

4. **Economic and fiscal integrity.** Not surprisingly, agreement was strong on most questions in this category, and particularly strong feelings were expressed concerning the need for action to enhance or stabilize college funding. Participants also strongly agreed that there should be an attempt to re-evaluate the appropriate shares of funding provided by the state, the student, and the community.

5. **Organizational dynamics.** Again, there was strong agreement on almost all issues and options within this category. The only issues where agreement was not strong concerned "out-sourcing" opportunities and the view that major incentives for change come from outside individual institutions. The latter opinion is somewhat in conflict with the consensus of leading thinkers in organizational theory.

6. **Student access.** Participants resolutely favored continuation of the "open door" policy. It appears that there is strong support for steadfastly defending this hallmark of community colleges. They were only slightly less resolute in favoring financial aid measures that enable many students to attend college. In general, the participants wanted no part in restricting access to their institutions.

7. **Student success.** The issue receiving greatest support in this category involved improving teaching/learning efforts. Issues also receiving significant

support were for efforts to increase student retention and to improve articulation with K-12 school districts. Viewed in tandum with the previous category, the participants share a common concern for both student access and student success.

8. **Response to community needs.** Strong support was indicated for issues responding to the needs of a number of different constituencies. Only family issues and the consumption/conservation of energy issues received less than strong support. The results showed that the participants are interested in keeping their institutions responsive to emerging community needs—another hallmark of community colleges.

9. **Quality improvement.** Participants generally agreed that issues in this category were important, particularly the need for strong research capabilities and the need for significant implementation of instructional technology.

10. **Other state issues.** This category produced some of the lowest mean scores in the survey. Participants were not willing to give more resources to the State Department of Education, nor were they content with the consequences of increased privatization in higher education. In general, the participants are quite satisfied with the current level of independence granted institutions of higher education in Michigan.

The Ten Issues and Options Considered *Most* Important

Of the 72 questions in the first part of the survey, participants gave their *highest mean scores* in response to the following propositions (high = 7.00):

1. There should be a reevaluation of the appropriate shares of educational funding to be paid by state, community, and students (6.64).
2. Colleges should make an intensified effort to recruit and retain high quality staff (6.56).

3. Access to community colleges should continue to be available to all residents within a community college district (6.52).
4. The State should assume greater responsibility for capital improvement funds (6.48).
5. There should be a thorough reexamination of state and local methods for funding public education (6.44).
6. Colleges should give greater concern to attracting and retaining high quality trustees (6.40).
7. Colleges should place greater attention on nurturing new skills and new cultures among their staff (6.36).
8. Colleges should focus more attention on strategies for improving teaching and learning (6.32).
9. Colleges should place greater emphasis on creating a student/user-centered culture (6.32).
10. There should be greater staff openness to change in public colleges and universities (6.28).

The Ten Issues and Options Considered *Least* Important

Participants gave their *lowest mean scores* in response to the following propositions (low = 1.00):

1. The trend toward privatization and public/private competition for the right to provide services has improved educational services to students in Michigan (3.08).
2. The State should commit more resources to the Higher Eduation Services Unit within the Department of Education (3.90).
3. Colleges should be promoting greater understanding and more effective handling of family issues (4.22).
4. The State Department of Education should provide more coordination between two- and four-year colleges in the state (4.28).
5. The State should assign primary service responsibilities to specific sectors of public education (4.55).
6. There should be a State plan (strategy) for "competitiveness" for workforce and economic development (4.60)

7. Forces compelling major change in colleges most often originate outside the colleges (4.64).
8. Colleges should place greater emphasis on addressing social issues (examples: sexual harassment, gay rights, rights and services for the disabled) (4.68).
9. There should be greater recognition of institutional autonomy (4.76).
10. The State should specify more clearly its expectations of public colleges and universities (4.79).

Analysis of Mission Components

Thirteen of the questions on the Strategic Assessment Survey related to various components of the mission of a comprehensive community college. There were some surprising disagreements over the merits of further emphasizing many of the activities/programs generally cited in community college mission statements. Only two issues, both relating to job training (customized training and workforce and economic development) received mean scores of agreement above 5.00.

It is quite likely that the diversity of opinion over which aspects of the community college mission should receive greater emphasis results from increasing institutional differences. Community colleges are intended to mirror their communities. Since the profiles of communities are becoming more diverse, it is both predictable and appropriate for the programming of community colleges to become more diverse.

The difficulty with this situation comes in attempting to frame public policy. Historically, the Michigan Community College Association has advocated public policy positions on behalf of their member institutions. Based on the responses to this section of the survey, it is likely to become increasingly more difficult to form a consensus among member institutions as to public policy positions.

The following is a complete tabulation of the responses the questions on mission components:

Mission Components of a Comprehensive Community College

The colleges should place greater emphasis on:

	SA	A	D	SD	Mean Score
Transfer Courses and Programs	8%	20%	68%	4%	3.64
Career Programs (Associate Degree)	4	54	38	4	4.16
Career Programs (Certificate)	4	44	42	6	4.08
Job Training (Non-Credit)	20	38	30	10	4.39
General Studies Programs	4	36	48	12	3.64
Remedial/Developmental	8	42	38	12	3.92
Community Education	6	44	38	12	3.88
Cultural Enrichment	8	46	36	10	4.04
Customized Training Programs	28	50	20	2	5.08
Access to Advanced Education	22	40	26	10	4.51
Community Leadership	16	56	20	6	4.67
Workforce and Economic Development	24	60	14	2	5.12
Civic and Societal Betterment	8	38	44	10	3.88

SA = Strongly Agree A = Agree D = Disagree SD = Strongly Disagree

Greatest Differences of Opinion

Since there was considerable convergence of opinion on most of the first 85 questions in the survey, it is useful to identify those issues in which there was significant divergence of opinion. The figure following each proposition indicates the related percentage of divergence. It is the percentage of participants who either disagreed or strongly disagreed with the proposition. Common man-

agement practice regards propositions with 20 percent or less disagreement to be approaching consensus.

Of the 85 questions in the survey relating to strategic issues and options and mission components, the following are the fifteen which resulted in the greatest levels of disagreement. Based on the findings already discussed, it is not surprising that nine of the fifteen relate to disagreement over the amount of emphasis that should be placed on various mission components.

1. Colleges should place more emphasis on transfer of their students to senior degree-granting institutions (72 percent).
2. Colleges should place more emphasis on the general education component of their offerings (60 percent).
3. The State should commit more resources to the Higher Education Services Unit within the Department of Education (54 percent).
4. Colleges should place more emphasis on social improvement activities specific to their communities (54 percent).
5. Colleges should place more emphasis on their programs in remedial/ developmental education (50 percent)
6. Colleges should place more emphasis on community education opportunities (50 percent).
7. Colleges should place more emphasis on certificate programs in occupational education (48 percent).
8. Colleges should place more emphasis on cultural enrichment activities (46 percent).
9. The State Department of Education should provide more coordination between two- and four-year colleges in the state (44 percent).
10. Colleges should be promoting greater understanding and more effective handling of the issues of an aging population (44 percent).
11. Colleges should place more emphasis on career programs leading to an associate degree (42 percent).
12. Colleges should place more emphasis on non-credit options in job training (40 percent).

13. There should be greater recognition of institutional autonomy (38 percent).
14. Colleges should place more emphasis promoting increased student access to programs beyond the associate degree level (36 percent).
15. There should be a State plan (strategy) for post-secondary education (30 percent).

Analysis of Organizational Perspectives

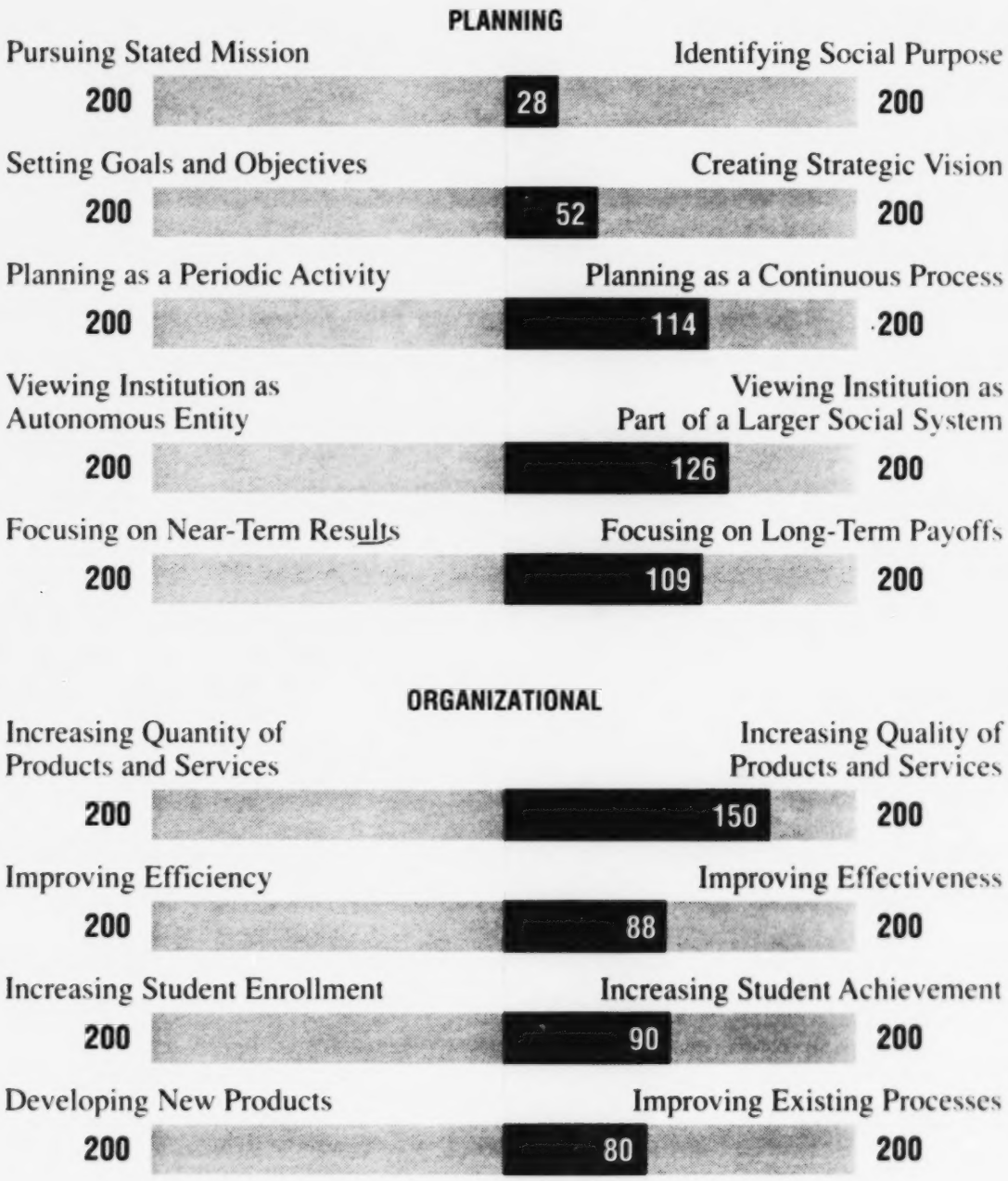
The final eighteen questions on the Strategic Assessment Survey were designed to assess participant preferences in selected elements of changing organizational perspectives. Each issue was framed in a way that allowed participants to designate their view on a continuum between two contrasting views.

The findings of the survey show that a majority of participants positioned themselves strongly in favor of the following five propositions:

- Increasing the quality, rather than the quantity of programs and services.
- Approaching planning by viewing the institutions as part of a larger social system, rather than as independent, autonomous entities.
- Viewing planning as a continuous, process-oriented activity, rather than a periodic, product-oriented activity.
- Being more concerned with the long-term payoff, than short-term results of a decision.
- Devoting more attention to organizational culture, rather than to organizational structure.

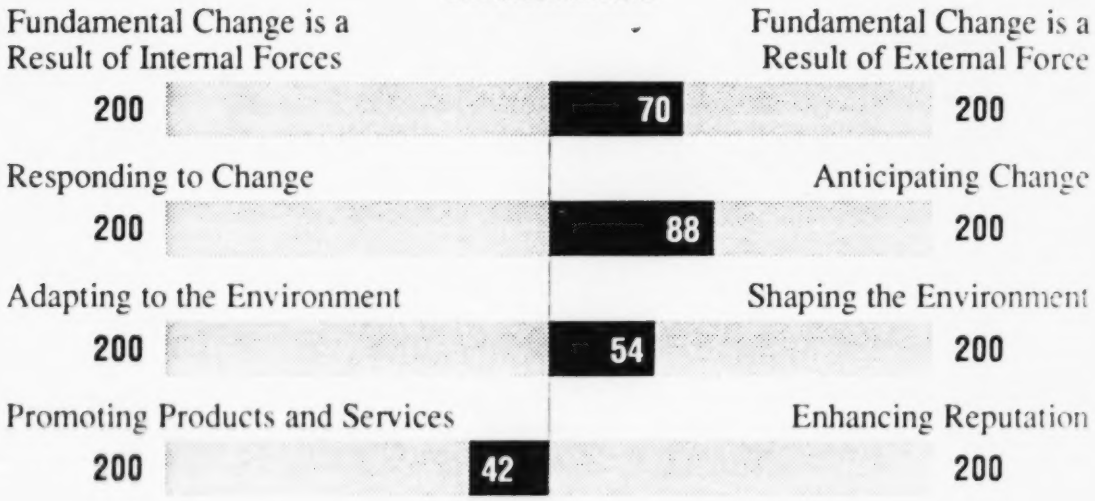
In each of the instances cited above, the participants exhibited tendencies clearly leaning toward one identified polarity. In the remaining questions in this set, the participants tended not to move significantly beyond the midpoint, indicating generally indecisive feelings concerning either of the two choices. Typically, about 20 percent of the participants registered a midpoint score on any given question.

Listed below, on a scale of 400 points, with zero being the midpoint and 200 points being the maximum for either position on the continuum, are the average rankings of the participants' ratings of their level of support for the contrasting views.

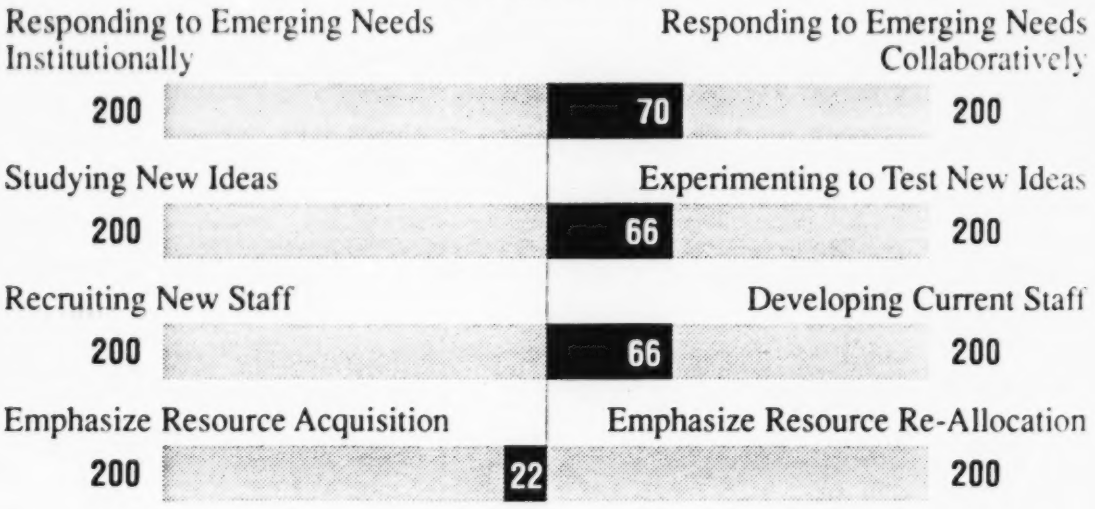


ORGANIZATIONAL (continued)

ENVIRONMENTAL



IMPLEMENTATION



This analysis shows that in sixteen of the eighteen areas identified, the current collective mindset of the participants in the survey is moving toward the organizational perspective being advocated in the literature as most effective in producing high performing systems. In order to rectify the two perspectives not in line with current organizational thinking, the colleges would have to gain a greater appreciation for the value of working to enhance their reputations, and place greater emphasis on methods for re-allocating resources.

IV. Enhancing Public Trust and Support

As comprehensive as this report may appear, it would be incomplete without some reference to the strong relationship between the long-term viability of Michigan's public community colleges and the need to sustain a high degree of public trust.

The ongoing success of public entities involves more than skillfully identifying and acting upon emerging issues and strategic opportunities. In order to survive and prosper, especially during periods of constrained public resources, community colleges will have to cultivate and sustain a high level of public trust.

Cultivating and Sustaining Public Trust

Experience shows that strong public support flows to institutions that are viewed to be working in the public interest. In most cases, the more closely an institution acts with respect to the public interest, the more likely it is to enjoy strong public support. Harvard's President Emeritus Derek Bok wrote an article that appeared in the July/August 1992 issue of *Change* (p.12–19), which provided keen insights into how higher education has historically aligned itself with longer-term public interests.

Since the end of World War II, Bok states, colleges and universities have been actively and visibly engaged in two great ventures perceived by both government and the public alike as being central to the progress of the nation. The first was increasing access to higher education. Initially, that meant expanding opportunities for returning GIs, then it meant finding room for the baby boom generation, and more recently, it has focused on greater access for minority students and women. The second great task, which fell to a more limited number of institutions, was building the finest research establishments in the

world to bolster our defense, to keep up with the Soviet Union after Sputnik, to combat disease, and generally to build prosperity and progress.

These efforts involved *unifying* issues in which higher education was *part of the solution* and was embraced as such by the public. Working to solve these ascendant societal issues served to bring our nation's institutions of higher education into an active, ongoing alliance with business, labor, government, and virtually the whole of American society. The vast majority of Americans felt that these goals were important to the commonwealth, and colleges and universities were seen as key contributors in accomplishing these goals. Bok believes that over time, though, these accomplishments have become rather stale, and collegiate contributions to social betterment are now taken for granted. In effect, public interest has moved on to new, more pressing issues.

Therefore, colleges and universities need to formulate a new strategy for pursuing long-term public trust and support. They must identify issues of substantial public concern around which new alliances can be forged, and to which higher education has the ability and capacity to respond. This, however, will not be easy, since America is going through a time when there does not appear to be a cohesive national agenda upon which to focus.

Formulating a New Strategy

Most issues gathering public attention today, such as health care reform, right-to-life, and the federal budget deficit tend to be *polarizing*, rather than *unifying* forces. The result is higher education's inability to associate itself with a popular cause and be viewed as playing a significant part in the achievement of great public goals. Rather, higher education currently exists in an environment that nurtures complaints and criticisms and a decline in public support.

While we lack a national agenda, there are some cohesive public goals

that people do care about and for which higher education can make a genuine contribution in ways consistent with their academic missions. Focusing specifically on community colleges, one dominant issue emerges that is high on the public agenda and well within the ability and capacity of community colleges to respond. This issue is the transition from a national, industrial economy to the emerging global, information age economy.

Succeeding in this transition has substantial public interest, as it appeals to a multiplicity of constituent groups looking to higher education to solve their problems: workers who are fearful of unemployment, parents who are hopeful for their children's future, business persons who want their companies to remain profitable, and even the growing senior population who want to enjoy retirement without fear of losing their pensions or social security benefits.

Additionally, this issue focuses on a number of subthemes which are thoroughly consistent with the academic mission of community colleges. These areas include workforce development, school improvement, adult literacy, community economic development, assistance to small- and mid-sized firms, concern for youth and family issues, and customized educational programs.

These areas are not new to community colleges. In fact, many community colleges have an impressive track record in these type of programming. But for the most part, they still exist at the periphery of our institutional efforts. Moving them more to center stage, at least in the public's eye, may be the best near-term tactic for assuring ongoing public support.

V. Next Steps: Setting the Agenda

It is the final recommendation of the Commission on New Directions that the strategic issues and options contained in this report should be used to set future organizational agendas. More specifically, the Commission members see them impacting the future agendas of individual institutions, of the Michigan Community College Association, and of the various state administrative organizations.

The Commission appreciates the opportunity to have been given the confidence and sanction to conduct this year-long study of the future of Michigan's 29 public community colleges. It now respectively looks to the Executive Committee of the Michigan Community College Association for leadership and subsequent action.

Appendix

COMMISSION ON NEW DIRECTIONS
STRATEGIC ASSESSMENT

The Commission on New Directions for Michigan Community Colleges was created by the Michigan Community Colleges Association at its summer meeting of member institutions in July 1992, to undertake an examination of the purpose and prospects of community colleges in Michigan.

The impetus for re-examining the fundamental purposes of Michigan's community colleges is two fold: 1) the profound change in the operating environment as a result of the shifts in demographic, social, political, economic, and psychographic trends and 2) the profound change in resource availability and other financial aspects of higher education.

The Commission was charged with three tasks:

1) Identify state and/or national issues that are likely to emerge during the remainder of the decade that will require and receive government commitment and funding.

2) Build proposals around those identified state and/or national issues which may be impacted or advanced by community colleges.

3) Provide recommendations as to how the MCCA and its member colleges can best position themselves to encourage and promote community college funding in these areas.

In order to fulfill these goals the Commission examined the strategic planning considerations, the purposes and perceptions of higher education in society, and the evolution of the mission and function of today's community colleges. Additionally, the Commission studied the characteristics of effective organizations, and more specifically, effective community colleges, as well as the emerging context within which community colleges will be operating. Finally, the Commission engaged the services of the Community College Consortium at the University of Michigan to conduct a literature review of four specific areas: 1) the emerging role and function of colleges, 2) the problems and challenges facing higher education, 3) what types of expectations are emerging in higher education, and 4) the evolving requirements of the workforce in the new economy.

In order to assess the direction of community colleges, a brainstorming session was conducted. To ensure diverse and comprehensive input all Michigan community college presidents, trustee directors, up to two senior administrators from each institution, and the heads of the state's ten administrative organizations were invited to participate. In total, sixty-one

leading community college administrators and trustees participated in the session.

The ideas from the brainstorming session and the literature search were clustered into ten broad categories:

1) The mission for public education in Michigan
2) Benefits of statewide and regional planning
3) Greater support for staff development
4) Economic and fiscal integrity
5) Organizational dynamics
6) Student access
7) Student success efforts
8) Response to community needs
9) Quality improvement
10) Other state issues

In the following session you will responding to three sets of issues, the first of which are the issues identified by the Commission from the above listed categories. The other two sets speak specifically to the importance of mission components and organizational perspectives.

Your responses to this survey will be taken by computerized equipment called ORTEK. This system allows for anonymous data collection from all participants simultaneously, making the tabulations of outcomes instantaneous. You interact with the equipment by the use of a dial. At your seat you will have a dial before you which will be set at zero (0). Before starting the session, the moderator will ask for a roll call at which time you will set your dials to ten (10), until the data has been collected, and then reset them to zero (0).

Following is a copy of the survey. The moderator will read each question and ask for a response. The answer choices will be given with a corresponding number. **It is very important that you set your dials to the precise position for your answer choice to ensure accuracy in data collection.** When you have finished setting your dial for each question, look up, and the technician will collect the data when all participants have responded.

COMMISSION ON NEW DIRECTIONS
STRATEGIC ASSESSMENT QUESTIONNAIRE

INTRODUCTORY QUESTIONS

Q. 1 I am exceedingly happy to be here today.

1....Strongly Agree
3....Agree
5....Disagree
7....Strongly Disagree

Q. 2 I am pleased with the outcome of Proposal A.

1....Strongly Agree
3....Agree
5....Disagree
7....Strongly Disagree

Q. 3 What is your role at the community college?

1....Trustee
3....President
5....Administrator
7....Other

Q. 4 How would you classify your institution?

1....Urban
3....Suburban
5....Rural

Q. 5 What is the fall headcount at your institution?

1....Under 5,000
3....5,000 - 10,000
5....Over 10,000

For Questions 6 - 90, you will be responding to your level of agreement with the statements. Your options are:

1....Strongly Agree
3....Agree
5....Disagree
7....Strongly Disagree

I. MISSIONS OF THE STATE'S PUBLIC COLLEGES

Q. 6 The State should specify more clearly its expectations of public colleges and universities.

Q. 7 The State should assign primary service responsibilities to specific sectors of public education.

Q. 8 The State should try harder to minimize competition for limited funding of public higher education.

II. STATEWIDE AND REGIONAL PLANNING FOR PUBLIC EDUCATION

Q. 9 Colleges should make a greater statewide effort to identify student and community needs.

Q. 10 Colleges should make a greater regional effort to identify student and community needs.

Q. 11 Colleges should give increased attention to the development and advancement of regional centers of educational excellence.

III. INSTITUTIONAL SUPPORT FOR STAFF DEVELOPMENT

Q. 12 Colleges should give greater near-term priority to replacing rapidly retiring staff.

Q. 13 Colleges should place greater attention on nurturing new skills and new cultures among their staff.

Q. 14 Colleges should place greater emphasis on creating a student/user-centered culture.

Q. 15 Colleges should make an intensified effort to recruit and retain high quality staff.

Q. 16 Colleges should give greater concern to attracting and retaining high quality trustees.

Q. 17 Colleges should give higher priority to fostering diversity in their staffing and culture.

Q. 18 There should be greater staff openness to change in public colleges and universities.

Q. 19 Colleges should place greater emphasis on addressing social issues (examples: sexual harassment, gay rights, rights and services for the disabled).

Q. 20 Colleges should place greater emphasis on developing their future leadership.

Q. 21 Colleges should encourage processes designed to re-define the role of faculty at public community colleges.

Q. 22 Colleges should encourage processes designed to re-define the role of their administrators.

IV. ECONOMIC HEALTH AND FISCAL INTEGRITY

Q. 23 There should be thorough re-examination of state and local methods for funding public education.

Q. 24 There should be a re-evaluation of the appropriate shares of educational funding to be paid by state, community, and students.

Q. 25 State should assume greater responsibility for capital improvement funds.

Q. 26 There should be greater emphasis on developing creative strategies for resource development.

Q. 27 There should be greater emphasis on developing partnerships and pooling of resources.

Q. 28 Federal and state support for job training efforts should be increased.

Q. 29 There is a need for better resource re-allocation models.

V. ORGANIZATIONAL DYNAMICS WITHIN THE COMMUNITY COLLEGES

Q. 30 Colleges should be developing new ways to increase organizational flexibility.

Q. 31 Colleges should respond more quickly to student/community needs.

Q. 32 Colleges should be working to develop a culture of high performance.

Q. 33 Colleges should make a greater effort in collective bargaining to modify their internal relationships.

Q. 34 Colleges should place greater emphasis on fostering institutional entrepreneurship.

Q. 35 Colleges should identify opportunities for "out-sourcing" current services (e.g., cafeterias, bookstores, etc.).

Q. 36 Public opinion is having increasing impact upon institutional decisions.

Q. 37 Employee attitudes are becoming more critical to organizational success.

Q. 38 It is necessary to respond to increasingly diverse constituencies.

Q. 39 Quality and effectiveness are replacing quantity and efficiency as primary measures of college performance.

Q. 40 Colleges should improve their ability to scan their external environment.

Q. 41 Forces compelling major change in colleges most often originate outside the colleges.

Q. 42 Colleges should improve their ability to monitor public opinion.

Q. 43 Colleges should improve their ability to influence public opinion.

VI. STUDENT ACCESS TO COMMUNITY COLLEGES

Q. 44 Access to community colleges should continue to be available to all residents within a community college district.

Q. 45 High tuition constitutes a potential barrier to access among a college's constituents.

Q. 46 There is a need for increased financial aid.

Q. 47 There is a need for better use of technology and telecommunications in promoting student access to colleges.

VII. STUDENT SUCCESS EFFORTS AT COMMUNITY COLLEGES

Q. 48 Colleges should increase student retention efforts.

Q. 49 Colleges should focus more attention on strategies for improving teaching and learning.

Q. 50 Colleges should move to strengthen their articulation efforts with K-12 school districts.

VIII. COMMUNITY COLLEGES' RESPONSIVENESS TO COMMUNITY AND MARKETPLACE NEEDS

Q. 51 Colleges should place greater emphasis on preparation for jobs in the "new economy."

Q. 52 Colleges should place greater emphasis on developing literacy in technology and information.

Q. 53 Colleges should enhance services to small and mid-sized businesses.

Q. 54 Colleges should develop alternate site and home-based delivery options for their instruction.

Q. 55 Colleges should play a greater role in promoting and realizing globalization and internationalization.

Q. 56 Colleges should play a greater role in promoting "competitiveness" strategies for workplace literacy.

Q. 57 Colleges should play a greater role in promoting "competitiveness" strategies for continuous skill upgrading.

Q. 58 Colleges should be promoting greater understanding and more effective handling of family issues.

Q. 59 Colleges should be promoting greater understanding and more effective treatment of diversity issues.

Q. 60 Colleges should be promoting greater understanding and more effective handling of the issues of an aging population.

Q. 61 Colleges should be promoting greater understanding and more effective dealing with environmental issues.

Q. 62 Colleges should be promoting greater understanding and more effective dealing with energy issues.

Q. 63 Colleges should be identifying and assisting with community information and learning needs.

Q. 64 Colleges should be providing greater community leadership.

IX. QUALITY IMPROVEMENT AND "INSTITUTIONAL EFFECTIVENESS" IN COMMUNITY COLLEGES

Q. 65 Institutional research capabilities should be improved for assessing student outcomes.

Q. 66 Institutional research capabilities should be improved for measuring mission effectiveness.

Q. 67 Colleges should develop better models for quality improvement.

Q. 68 Colleges should make greater efforts to help staff maintain levels of competency in critical skills.

Q. 69 Colleges should develop criteria for determining standards and benchmarks for important activities/services.

Q. 70 Colleges should make a greater effort to improve their overall public image.

Q. 71 Colleges should find ways to stimulate productive instructional use of technology.

X. KEY STATE-LEVEL ISSUES

Q. 72 There should be greater recognition of institutional autonomy.

Q. 73 There should be a State plan (strategy) for post-secondary education.

Q. 74 There should be a State plan (strategy) for "competitiveness" for workforce and economic development.

Q. 75 The trend toward privatization and public/private competition for the right to provide services has improved educational services to students in Michigan.

Q. 76 The State should commit more resources to the Higher Education Services Unit within the Department of Education.

Q. 77 The State Department of Education should provide more coordination between two and four-year colleges in the state.

QUESTIONS ABOUT THE IMPORTANCE OF MISSIONS COMPONENTS

Q. 78 Colleges should place more emphasis on transfer of their students to senior degree-granting institutions.

Q. 79 Colleges should place more emphasis on career programs leading to an associate's degree.

Q. 80 Colleges should place more emphasis on certificate programs in occupational education.

Q. 81 Colleges should place more emphasis on non-credit options in job training.

Q. 82 Colleges should place more emphasis on the general education component of their offerings.

Q. 83 Colleges should place more emphasis on their programs in remedial/developmental education.

Q. 84 Colleges should place more emphasis on community education opportunities.

Q. 85 Colleges should place more emphasis on cultural enrichment activities.

Q. 86 Colleges should place more emphasis on customized training programs.

Q. 87 Colleges should place more emphasis on promoting increased student access to programs beyond the associate degree level.

Q. 88 Colleges should place more emphasis on community leadership activities.

Q. 89 Colleges should place more emphasis on workforce and economic development activities.

Q. 90 Colleges should place more emphasis on social improvement activities specific to their communities.

The following questions, **91 - 108**, are statements with two options separated by an "**or.**" You will respond with regard to your level of support for one of the options in each question. There are five possible responses: **1,3,5,7,**and **9**. These response options should be considered as a spectrum where full support of the first option is **1** and full support of the second option is **9**. A response of **5** demonstrates equal support for both options within the statement. Following are the response options, using Q #1 as an example:

1.... Fulfill Mission
3.... Tend to Mission
5.... Midpoint
7.... Tend to ID Purpose
9.... ID Purpose

ORGANIZATIONAL PERSPECTIVES

Q. 91 A college should either place greater emphasis on fulfilling its stated mission, or on identifying the specific purposes that it is best able to serve in society.

Q. 92 Colleges should either improve their ability to set goals and objectives for their future, or improve their ability to create a strategic vision for their future.

Q. 93 Planning should be viewed either as a periodic product-oriented activity, or a continuous process-oriented activity.

Q. 94 When planning, colleges should either view themselves as independent, autonomous entities, or as parts of a larger social system.

Q. 95 Colleges should either be more concerned with the near-term results of a decision, or the long-term payoffs of a decision.

Q. 96 Colleges should either pay more attention to increasing the quantity of programs and services, or to increasing the quality of programs and services.

Q. 97 Colleges should be more concerned with improving efficiency (lower costs), or improving effectiveness (greater value).

Q. 98 Colleges should either place greater emphasis on increasing enrollment, or on increasing student achievement.

Q. 99 Colleges should either spend more time developing new curriculum, or improving the process of teaching/learning.

Q. 100 Colleges should either devote more attention to organizational culture, or to organizational structure.

Q. 101 The need for fundamental change in colleges either is being prompted more by forces external to colleges, or more by forces inside collegiate organizations.

Q. 102 Colleges should either improve their ability to respond to changes in their operating environment, or their ability to anticipate changes in their operating environment.

Q. 103 Colleges should either strengthen their ability to adapt to their environment, or their ability to shape their environment.

Q. 104 Colleges should either devote greater effort to promoting their products and services, or to enhancing their reputations.

Q. 105 Colleges should either strengthen their ability to respond to emerging needs on their own, or as members of a partnership or consortium.

Q. 106 Colleges should either increase time spent on studying new ideas, or on experimentation to test new ideas.

Q. 107 Colleges should either improve their ability to recruit new staff, or develop current staff.

Q. 108 Colleges should either place greater emphasis on generating new resources, or better utilizing existing resources.